**Disproportionality Calculation Methodologies**

The Individuals with Disabilities Education Act (IDEA), requires the California Department of Education (CDE) to conduct monitoring activities based on local educational agency (LEA) data. Specifically, the CDE must identify LEAs with disproportionate representation in special education based on race and ethnicity. When a LEA is found to have disproportionate representation, the state is required, under Title 34 of the *Code of Federal Regulations* Section 300.600(d), to monitor and ensure that LEA policies, procedures, and practices are compliant, do not lead to inappropriate identification, comply with requirements relating to the development and implementation of an individualized education program, the use of positive behavioral interventions and supports, and procedural safeguards.

**The Disproportionality Determination Process**

The CDE is required to calculate the Risk Ratio for each LEA. A Risk Ratio is a numerical comparison between the risk of a specific outcome for one racial or ethnic group in a LEA, the analysis group, and the risk of that same outcome for all other children in the LEA (or state), the comparison group.

The CDE calculates the Risk Ratio for each LEA using the following criteria:

* If the analysis group has a numerator less than 10 (minimum cell size) and denominator less than 20 (minimum n size), then no calculation is done.
* If the LEA comparison group has a numerator less than 10 or denominator less than 20, then the Alternate Risk Ratio (see below) is used instead of the Risk Ratio.
* If the State comparison group has a numerator less than 10 and denominator less than 20, then no calculation is done.

**Local Educational Agency Risk Ratio**

The Risk Ratio is calculated by dividing the risk of a particular outcome for children in one racial or ethnic group within a LEA (analysis group) by the risk of that same outcome for children in all other racial or ethnic groups within the LEA (comparison group). Note that for Risk Ratios involving identification, the comparison group is students in all other racial or ethnic groups enrolled in a LEA. For Risk Ratios involving Placement or Discipline, the comparison group is students with disabilities in all other racial or ethnic groups enrolled in a LEA.

**In the areas of Disproportionality (Indicator 9) and Disproportionality by Disability (Indicator 10) the Risk Ratio is calculated as follows:**

|  |  |  |
| --- | --- | --- |
| ( | SWD in a specific race/ethnic group | ) X 100 |
| Total enrollment of students in the same race/ethnic group |
| ---------------------------------------------------------------------------------------------------------------- | | |
| ( | SWD **NOT** in a specific race/ethnic group | ) X 100 |
| Total enrollment of students **NOT** in the same race/ethnic group |

**In the area of Placement the Risk Ratio is calculated as follows:**

|  |  |  |
| --- | --- | --- |
| ( | SWD in a specific race/ethnic group for each least restrictive environment category | ) X 100 |
| SWD in the same race/ethnic group |
| ---------------------------------------------------------------------------------------------------------------- | | |
| ( | SWD **NOT** in a specific race/ethnic group for each least restrictive environment category | ) X 100 |
| SWD **NOT** in the same race/ethnic group |

**In the area of Discipline the Risk Ratio is calculated as follows:**

|  |  |  |
| --- | --- | --- |
| ( | SWD in a specific race/ethnic group for each discipline category | ) X 100 |
| SWD in the same race/ethnic group |
| ---------------------------------------------------------------------------------------------------------------- | | |
| ( | SWD **NOT** in a specific race/ethnic group for each discipline category | ) X 100 |
| SWD **NOT** in the same race/ethnic group |

**Alternate Risk Ratio**

In cases where either the numerator or denominator of the LEA comparison group fails to meet the minimum n-size or minimum cell size (see above) the Alternate Risk Ratio is used. The Risk of the particular race/ethnic is still calculated, but it is divided by the Risk of other students in the entire state.

For Indicator 9 and Indicator 10 the State Risk is calculated as follows:

|  |  |  |
| --- | --- | --- |
| **State Risk= (** | Number of SWD statewide NOT in the race /ethnic category | **) x 100** |
| Total enrollment of students NOT in the race/ethnic category |

For Discipline and Placement the State Risk is calculated as follows:

|  |  |  |
| --- | --- | --- |
| **State Risk= (** | Number of SWD statewide NOT in the race /ethnic category | **) x 100** |
| Total enrollment of SWD NOT in the race/ethnic category |

**Data Sources**

Data for Indicator 9 and Indicator 10 are taken from data extracted from the California Longitudinal Pupil Achievement System (CALPADS) for students who are aged 3 to 21. Data for Placement is taken from the CALPADS extracts for students aged 6 to 21. Discipline data is pulled from End of Year CALPADS discipline files for students who are aged 3 to 21.

Data for total enrollment is taken from the CALPADS enrollment files found at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp>.

**Significant Disproportionality**

Section 618 of the IDEA requires states to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state regarding:

1. The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment

2. The placement in particular educational settings of such children, and

3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Neither the IDEA nor the implementing regulations define “significant disproportionality.” Instead, they require states to use a standard methodology for analysis of disproportionality, which includes states setting a threshold above which disproportionality in the identification, placement, or discipline of students with disabilities within an LEA is significant.

The regulation provides states with the discretion to determine the thresholds above which the risk ratio in each category of analysis indicates significant disproportionality. The CDE, in consultation with stakeholders, determined that the threshold of three (3.0) would be used for both disproportionality and significant disproportionality. States have flexibility in identifying an LEA with significant disproportionality only after it exceeds a risk ratio threshold for up to three prior consecutive years, exclude small populations from analysis, and exclude from determinations of significant disproportionality LEAs that have made reasonable progress in reducing risk ratios. (See 34 *C.F.R.* Section 300.647(b),(d)). The CDE, along with Significant Disproportionality Educational Partners, worked to define the elements a LEA must meet to qualify for reasonable progress. A LEA must meet the following data requirements to be deemed eligible for reasonable progress: the risk ratio must decrease 0.5 each year over the last two years and the most current year risk ratio must fall between 4.0 and 3.0.

The CDE makes determinations regarding significant disproportionality in identification, placement, and discipline. To be identified as significantly disproportionate, a LEA must be disproportionate, using the above calculations, for three years.

**Data Elements**

The CDE uses the following data elements and data source(s) for calculation and selection purposes:

|  |  |  |
| --- | --- | --- |
| **California Longitudinal Pupil Achievement Data System Data Elements** | | |
| **Data**  **Element**  **Number** | **Data Element**  **Name** | **Definition** |
| 1.17 | Student Birth Date | This is a required element used in the SSID matching process. It is important that this date is accurate, and it should not change. |
| 2.23 | Student Hispanic Ethnicity Indicator | An indication of whether or not a Student identifies him or herself as having an ethnicity (how a person identifies  him/herself in the context of: heritage, culture (i.e., religion, language, customs, music, etc.), lineage, or country of birth of the person or the person's ancestors; and is not nationality or race) of Hispanic. |
| 2.25—2.29 | Student Race  Code 1-5 | A coded value representing a person's Race Category (student can report up to 5 race codes). |
| 4.18 | Incident  Disciplinary Action Taken Code | A coded value representing the final Disciplinary Action  Category taken against the student for a specific incident. |
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| 4.20 | Incident  Disciplinary Action Duration Days | The length of time, in school days, that a Disciplinary Action for a student for a specific incident lasted. |
| 14.16 | District of Special Education Accountability | A unique identifier (county-district code) for the district or charter school that is responsible for ensuring that special education services are provided for a student participating in special education (students with an Individualized Education Program (IEP)). |
| 14.24 | Education Plan Type Code | A coded value representing the type of plan by which the student is receiving special education services. |
| 14.28 | Disability 1 Code | A coded value representing a Disability 1 Category. A disability means the student has qualified for services under one of the 13 eligibility categories in the IDEA and needs special education or related services. |
| 14.31 | Special Education Program Setting Code | A coded value representing the special education program setting in which the student is receiving or has received the majority of special education and related services according to the student's Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP). |
| 14.34 | General Education Participation Percentage Range Code | A coded value representing a range of the percentage of time a student with disabilities participates in general education. |